

Exemplary District TnREppp Disproportionality Self-Assessments

Data, Policies, Practices, and Procedures Examined from the 2007-2008 School Year

FOCUS AREA 4 – Differentiated Instruction Aligned to Grade Level Content

The District provides on-going training and support to ensure that teachers address individual learning needs through differentiated instruction aligned to academic grade-level content.

OVERVIEW

District TnREppp Self-Assessments of Practices, Policies and Procedures for the Identification of Students with Disabilities

Annually, the State reviews the December 1 Unduplicated Census Data for students identified with disabilities in order to determine Tennessee school districts with *Disproportionate Overrepresentation*. The State's review of this data utilizes the *relative risk ratio (RRR)* for the examination of students with disabilities in each of the federal reporting race/ethnicity categories (American Indian/Native Alaskan, Asian/Pacific Islander, Black, Hispanic, and White) for all students receiving services in special education and related services and the high incidence disability categories of Autism, Emotional Disturbance, Mental Retardation, Other Health Impairments, Specific Learning Disabilities, and Speech and Language Impairment.

Subsequent to this data review, school districts are notified of status as determined by analysis of this data. Each district with disproportionate representation is required to conduct a self-assessment of practices, policies, and procedures employed in the identification of children with disabilities. This review provides detailed descriptions and evidence for each of six focus areas that most directly impact the appropriate identification of students for services in special education. Each self-assessment is rated by a State panel. Individual ratings are verified for reliability among the raters. District responses for each of the six focus items required in this self-assessment are evaluated and rated at one of four levels: Exemplary (4), Adequate (3), Partially Adequate (2) and Inadequate (1). The six areas of focus reviewed in the *Tennessee Rubric Evaluation of policies, practices, and procedures Self-Assessment (TnREppp SA)* are:

1. referral and eligibility decisions, methods, types of measures and identification decision frequency;
2. equitable representation of students who are culturally and linguistically diverse in all programs, including gifted;
3. effective intervention options to student learning difficulties, before or in lieu of referral for special education services;
4. on-going training and support of teachers addressing individual learning needs through differentiated instruction, aligned to academic grade-level content;
5. procedures for location, referral and identification that are transparent, equitable, and multidisciplinary; and
6. promotion of collaboration among general and special educators at the prevention and intervention levels.

Districts with a rating of "Adequate" or "Exemplary" for this self-assessment meet the requirement that "the disproportionate overrepresentation is not the result of inappropriate identification". An "*Exemplary*" rating is awarded to those districts with self-assessments that:

1. clearly describe and provide evidence of Exemplary policies, practices, and procedures;
2. include specific improvement activities that outline strategies which target the reduction of students in the ethnic/racial group identified with disproportionate overrepresentation in special education and related services or targeted disabilities; and
3. provide extensive responses and/or evidence and documentation that ensures the Disproportionate Overrepresentation is not the result of inappropriate identification practices.

Each district self-assessment included in this document was determined to be *Exemplary* by all members of the State's Disproportionality Self-Assessment Review Panel for "Review Item 4". The disability (ies) and ethnic group(s) identified with disproportionate overrepresentation is/are listed at the top of each district's TnREppp SA. It is notable that over the past three years the strategies used and revisions implemented in district practices, policies, and/or procedures as the result of this self-assessment and the improvement plan process have been extremely effective in reducing disproportionate overrepresentation by districts that have conducted this self-assessment. Of the 27 districts identified with disproportionate overrepresentation for data reviewed in FFY 2006, 10 districts were found to be no longer disproportionate for data reviewed in FFY 2007. Additionally, 16 districts that continued to have Disproportionate Overrepresentation were successful in reducing the disproportionate overrepresentation gap.

DISTRICT REVIEW ITEM 4

Differentiated Instruction Aligned to Grade Level Content

The District provides on-going training and support to ensure that teachers address individual learning needs through differentiated instruction aligned to academic grade-level content.

4

Exemplary

There is evidence of ALL of the following:

The district:

- ☐ (4.01) provides a list of one-time trainings for teachers in areas of differentiation, instruction, and grade-level content;
- ☐ (4.02) collects and maintains LRE data and TCAP accommodations and performance data;
- ☐ (4.03) conducts trainings and analyzes data related to LRE and TCAP accommodations and performance;
- ☐ (4.04) uses this analysis to determine further training needs;
- ☐ (4.05) provides on-going, supported professional development in differentiated instruction and coaching for teachers;
- ☐ (4.06) provides resources for in-classroom supports to ensure implementation of differentiated instruction and alignment with grade level content;
- ☐ (4.07) shows improvements in rate of LRE, use of accommodations, and statewide assessment performance data for students with disabilities with analysis of data.

School District: Athens City

Disability Area(s)/Ethnic Subgroup with Significant Disproportionality: 1. Disability *Autism / Ethnic Group W*
 2. Disability *Select One / Ethnic Group Select One*
 3. Disability *Select One / Ethnic Group Select One*

(4) Differentiated Instruction: Alignment to Grade Level Instruction

Review Item 4	Review Response Items Note: The <u>TnREppp</u> rating of 4, 3, 2, or 1 is determined from each Level Descriptor and includes Supportive Evidence and Documentation. For rating criteria, reference the <u>TnREppp Reviewer Guidelines and Scoring</u> .	Supportive Evidence/ Documentation List documentation/evidence on file in your district for each corresponding Review Response Item.
The District provides on-going training and support to ensure that teachers address individual learning needs through differentiated instruction aligned to academic grade-level content.	Provide the "Supportive Evidence/Supportive Documentation" for each Review Response Item in the next column.	
	4.01 Does the district provide training to teachers in the area of differentiated instruction and grade-level content? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, have all special education teachers been included in these training? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	4.01 Evidence of teacher training in differentiated instruction <u>Differentiated Instruction by Gayle Gregory October 16, 2007</u>
	4.02 Does your district collect and maintain LRE data and TCAP assessment performance data, including data on TCAP assessment accommodations (as specified in individual student IEPs)? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<u>Differentiation: Simplified, Realistic and Effective November 29, 2007</u>
	4.03 Does your district conduct trainings for teachers and analyze data related to LRE, use of TCAP Assessment accommodations, and performance? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please briefly describe. <u>Athens City Schools provides districtwide staff development on IEP accommodations in the general education setting. In preparation for the 2007-2008 school year, this staff development occurred on January 26, 2007. Additionally, training in data related to LRE was provided as follows: Riverdeep Training September 19, 2007; Orchard On-site Professional Development September 27, 2007; ELDA Training for Testing January 10, 2008; ThinkLink Professional Development Training October 23, 2007; Study Island Training August 15, 2007; North Star on-line training December 7, 2007</u>	4.02 Evidence of students receiving accommodation over an extended time. Evidence of differentiated strategies being practiced Examples: Tiered Assignments and Products, Compacting, Independent Study, Interest Centers or Interest Groups, Flexible Grouping <u>Easy IEP, Special Education Accommodation Documentation Sheet, Classroom lesson plans, pacing guides, targeted classroom observations by a consultant for classrooms with students in the transition grades (3-4,6-7), results of progress monitoring interventions, summaries and evaluations of extended contract instructional services, summaries and evaluations of summer instructional programming.</u>
	4.04 Does your district use this analysis to determine further training needs? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please describe the findings from this analysis. <u>Based on the results of TCAP data analysis, instructional coaches were employed to provide additional in-class academic support for struggling learners. Coaches received training in the most appropriate strategies to use when working with these students; consulting services were provided for teachers of students at-risk of not meeting the state academic standard specifically for those students in the transition grades (3-4;6-7); training in methods of meeting the needs of students diagnosed with Autism was provided as follows: Autism Workshop March 13, 2008; Accessibility options for Math March 3, 2008; Play Therapy & Beyond April 16, 2008; SE Autism Symposium June 28-July 1, 2008; The Three "Rs" of Autism July 13-14, 2007; TRIAD-Unlocking Autism September 6, 2007.</u>	4.03 LRE data analysis over the past three years (where are the students with disabilities receiving services). <u>Think Link training and data</u>
	4.05 Does your district provide on-going, supported professional development and coaching for teachers? Briefly describe. <u>During the 2007-2008 school year, there were approximately 29 opportunities for professional development specifically related to instructional practice and differentiated instruction. Additionally, on-site instructional coaching was provided for teachers routinely throughout the entire school year.</u> 4.06 Does your district provide resources for in-classroom supports to ensure implementation of	

differentiated instruction and alignment of students' IEPs with grade level content?
☒ Yes ☐ No If yes, briefly describe. Teachers were provided with training in specific strategies across grade levels 3 to 8 and manipulative kits for implementation of developing conceptual understanding of algebraic thinking and problem solving. Teaching assistants were provided within the regular classroom to support differentiated instruction on grade level content, ThinkLink, Study Island, Orchard, and Rosetta Stone. Instructional coaches were provided within the classroom to assist in differentiated instruction. Triumphs Intervention Kits were used within the regular classroom.

- 4.07** Has the district's rate of LRE increased? Does the district have data which demonstrates that accommodations are being provided? ☒ Yes ☐ No If yes, please briefly describe results of this analysis. Based on the comparison of the Federal Data Report Table 3 from 2006-2007 to 2007-2008, the number of students in the regular class 80% of the time increased from 90 to 102. Data regarding specific accommodations provided for individual students is written on the accommodations/ modifications section of each student's IEP. It is available for review by authorized personnel via Easy IEP. Instructional accommodations provided by individual teachers and support staff are written in the planning books.

analysis; Study Island training and data analysis, North Star training and data analysis, training related to placement, benchmark, and progress monitoring for Treasures, Triumphs, Imagine It, targeted instructional coaching for students in the transition grades.

- 4.04** Evidence of trainings related to LRE data analysis and accommodations for TCAP
Documentation of travel to/ attendance at the training sessions is kept in the Office of Special Education as well as the Office of the Secretary to the Director of Schools. Agendas for training sessions are kept by the individuals who attended the training sessions.

- 4.05** Evidence of professional development and coaching.
ELL Program Design Workshop October 26, 2007
Zoophonics Training November 17, 2007
East TN Title I Conference December 11-14, 2007
Special Education Conference February 27-29, 2008
Autism Workshop March 13, 2008
Accessibility Options for Math March 5, 2008
TNTESOL Conference Marcy 6-8, 2008
Play therapy & Beyond April 16, 2008
American School Counselor Assoc. June 28-July 1, 2008
SE Autism Symposium June 6-7, 2008
Guided Reading Seminar June 9, 2008
The Three "Rs" of Autism July 13-14, 2008
Site visit to Westwood JR. High September 18, 2007
ELL Regional Mini-Conference September 29, 2007
TRIAD-Unlocking Autism September 6, 2007
RiverDeep Training September 19, 2007
Differentiated Instruction Workshop in Whole Group February 5, 2008

		<p><u>TN Art Education Conference November 1-3, 2007</u></p> <p><u>TETC November 28-30, 2007</u></p> <p><u>TAHPERD November 4-6, 2007</u></p> <p><u>Orchard On-sit Professional Development September 27, 2007</u></p> <p><u>ELDA Training January 10, 2008</u></p> <p><u>SE Reading Recovery and Early Literacy Training January 17-19, 2008</u></p> <p><u>Site visit to New Hopewell for Treasures November 1, 2007 and January 17, 2008</u></p> <p><u>Yes 2 Kids March 2-4, 2008</u></p> <p><u>Train the Trainer for Reading March 2-5, 2008</u></p> <p><u>Making Algebra Child's Play March 6, 2008</u></p> <p><u>Teacher's Technology Toolbox, January 31, 2008</u></p> <p><u>ThinkLink Professional Development October 23, 2007</u></p>
	4.06	<p>Evidence to show students are receiving appropriate supports in the classroom to include differentiated instruction and how this is aligned with students IEP <u>Each students' IEP is tied to their grade level academic standards. Instruction within the regular classroom is based on the grade level academic standards and each general classroom teacher differentiates instruction based on the benchmark and progress monitoring data collected routinely. Additionally, pacing guides are used to ensure that all state standards are taught.</u></p>
	4.07	<p>Evidence of LRE data that demonstrates the effect of accommodations used in class and on the TCAP Assessments <u>The results of final benchmark data from ThinkLink, Orchard, Study Island, North Star, Imagine It, and Treasures indicate an increase in the performance levels specifically in the areas of reading and math for students with disabilities including those with Autism. When comparing the results of the 2006-2007 TCAP data to the results of the 2007-2008 TCAP data, students in special education who had been</u></p>

	<u>targeted in the area of math are no longer targeted.</u>
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School District: Hardeman County

Disability Area(s)/Ethnic Subgroup with Significant Disproportionality: 1. **Disability** *Mental Retardation / Ethnic Group B*
 2. **Disability** *Select One / Ethnic Group Select One*
 3. **Disability** *Select One / Ethnic Group Select One*

(4) Differentiated Instruction: Alignment to Grade Level Instruction

Review Item 4	Review Response Items Note: The <u>TnREppp</u> rating of 4, 3, 2, or 1 is determined from each Level Descriptor and includes Supportive Evidence and Documentation. For rating criteria, reference the <u>TnREppp Reviewer Guidelines and Scoring</u> .	Supportive Evidence/ Documentation List documentation/evidence on file in your district for each corresponding Review Response Item.
The District provides on-going training and support to ensure that teachers address individual learning needs through differentiated instruction aligned to academic grade-level content.	Provide the “Supportive Evidence/Supportive Documentation” for each Review Response Item in the next column.	
	4.01 Does the district provide training to teachers in the area of differentiated instruction and grade-level content? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, have all special education teachers been included in these training? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	4.01 Evidence of teacher training in differentiated instruction <u>Professional Development Schedule</u> <u>Curriculum Mapping Examples</u> <u>SPI Lesson Plans</u>
	4.02 Does your district collect and maintain LRE data and TCAP assessment performance data, including data on TCAP assessment accommodations (as specified in individual student IEPs)? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	4.02 Evidence of students receiving accommodation over an extended time. Evidence of differentiated strategies being practiced Examples: Tiered Assignments and Products, Compacting, Independent Study, Interest Centers or Interest Groups, Flexible Grouping <u>Sample of accommodations page for special education student (taken from Easy IEP)</u> .
	4.03 Does your district conduct trainings for teachers and analyze data related to LRE, use of TCAP Assessment accommodations, and performance? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please briefly describe. <u>All teachers are instructed on how to use the TVAAS website. In addition, all special education teachers are trained on giving the TCAP Assessment accommodations and how to improve student performance on the assessment.</u>	4.03 LRE data analysis over the past three years (where are the students with disabilities receiving services). <u>Our District Test Coordinator Wendy Mills maintains and analyzes district test data. Information is available upon request.</u>
	4.04 Does your district use this analysis to determine further training needs? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please describe the findings from this analysis. <u>District personnel examine TVAAS data and use their examinations to determine future training. For example, it has been determined that special attention needs to be given to ensure that all accommodations that are on a student's IEP are not only given to the student but that the student is accustomed to and comfortable with the accommodations.</u>	4.04 Evidence of trainings related to LRE data analysis and accommodations for TCAP <u>During staff development at the beginning of the school year, special education director, Dianne Whitaker reiterated the importance of having each regular education teacher review the IEP's of their special education students. Evidence includes signature page of the IEP.</u>
	4.05 Does your district provide on-going, supported professional development and coaching for teachers? Briefly describe. <u>The Hardeman County School District provides numerous professional development opportunities to teachers. Those activities include the following but are not limited to: differentiated instruction, curriculum mapping, curriculum standards, Response to Intervention, classroom assessment techniques and effective instruction, IEP training, and new teacher mentoring.</u> 4.06 Does your district provide resources for in-classroom supports to ensure implementation of differentiated instruction and alignment of students' IEPs with grade level content? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, briefly describe. <u>Hardeman County provides ongoing training/support in differentiated instruction aligned to academic grade-level content for the purpose of increasing individualized instruction to all students regardless of disability. Differentiated Instruction training was offered through the Department of Curriculum and Instruction for the 06-07 school year and was repeated during the summer of 07. Resource books are available to all teachers at the Teacher Resource Center in the Board of Education. All 6th—12th grade teachers are currently working on new curriculum mapping for their grade subject levels.</u>	4.05 Evidence of professional

	<p><u>Elementary school teachers include SPIs in daily lesson plans for regular and special education students. Regular education teachers are given copies of accommodations and modifications according to each child's IEP. Special education teachers as well as regular education teachers and other district personnel are responsible for the development and implementation of IEP's. Fidelity checks are given periodically during the 90 minute reading period for grades K-5. Beginning in the 2008-2009 school year special education teachers and assistants are co-teaching in the 90 reading block to facilitate differentiated instruction.</u></p>	<p>development and coaching. <u>Professional Development Schedule</u></p>
4.07	<p>Has the district's rate of LRE increased? Does the district have data which demonstrates that accommodations are being provided? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please briefly describe results of this analysis. <u>Students within our self-contained classes participate in auxiliary classes, such as P.E., Art, and Music. In an effort to increase socialization, these students are also incorporated into regular education classes. Case managers provide copies of student IEPs to regular education teachers and regularly check to ensure that these teachers are providing the necessary accommodations for each child. TVAAS data is examined to determine the effectiveness of the accommodations on each student's IEP.</u></p>	<p>4.06 Evidence to show students are receiving appropriate supports in the classroom to include differentiated instruction and how this is aligned with students IEP <u>Sample of accommodations page from IEP</u></p> <p>4.07 Evidence of LRE data that demonstrates the effect of accommodations used in class and on the TCAP Assessments <u>TVAAS data</u></p>

School District: Loudon County

Disability Area(s)/Ethnic Subgroup with Significant Disproportionality: 1. Disability Speech and Language Impairments / Ethnic Group W
2. Disability Other Health Impairment / Ethnic Group W
3. Disability Select One / Ethnic Group Select One

(4) Differentiated Instruction: Alignment to Grade Level Instruction

Review Item 4	Review Response Items Note: The TnREppp rating of 4, 3, 2, or 1 is determined from each Level Descriptor and includes Supportive Evidence and Documentation. For rating criteria, reference the <i>TnREppp Reviewer Guidelines and Scoring</i> .	Supportive Evidence/ Documentation List documentation/evidence on file in your district for each corresponding Review Response Item.
The District provides on-going training and support to ensure that teachers address individual learning needs through differentiated instruction aligned to academic grade-level content.	Provide the "Supportive Evidence/Supportive Documentation" for each Review Response Item in the next column.	
	4.01 Does the district provide training to teachers in the area of differentiated instruction and grade-level content? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, have all special education teachers been included in these training? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	4.01 Evidence of teacher training in differentiated instruction <u>Loudon County currently engages in a wide array of ongoing professional development. All staff development is designed to create greater access to the general curriculum for all students and provide a vast variety of teaching methods to address all learning styles.</u>
	4.02 Does your district collect and maintain LRE data and TCAP assessment performance data, including data on TCAP assessment accommodations (as specified in individual student IEPs)? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<u>Professional Development Notebooks and Teacher Training notebooks are maintained at the central office level. Focused Learning Strategies are in use throughout the Loudon County School System.</u>
	4.03 Does your district conduct trainings for teachers and analyze data related to LRE, use of TCAP Assessment accommodations, and performance? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please briefly describe. <u>Loudon County does conduct trainings for teachers based upon data analysis related to LRE. The appropriate uses of accommodations/modifications/interventions are reviewed annually and training sessions are offered annually. Each school has a data management team that analyzes TCAP performance data annually and makes comparisons to previous data. The data is used for student placement in interventions and additional programs. TCAP assessment accommodations are determined at the IEP team meeting and implemented in the general education setting and used in testing situations. TCAP tests are coded indicating the amount of time each student spends in special education as well as the testing accommodations required of the student.</u>	<u>2008-2009 Professional Development Schedule</u> <u>2007-2008 Professional Development Sign-in sheets)</u>
	4.04 Does your district use this analysis to determine further training needs? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please describe the findings from this analysis. <u>Loudon County uses this analysis to determine further training needs. Each year at every school, all professionals complete a needs assessment survey. Results of the needs assessment surveys are shared with each principal and special education personnel so that appropriate training sessions can be scheduled as needed at each individual school and at the district level.</u>	4.02 Evidence of students receiving accommodation over an extended time. Evidence of differentiated strategies being practiced Examples: Tiered Assignments and Products, Compacting, Independent Study, Interest Centers or Interest Groups, Flexible Grouping <u>Student IEP's</u> <u>S-Team intervention Plans</u> <u>Section 504 Accommodation Plans</u>
	4.05 Does your district provide on-going, supported professional development and coaching for teachers? Briefly describe. <u>Yes, Loudon County provides on-going, supported professional development and coaching for teachers. New teacher induction sessions are provided on an annual basis. Mentor teachers are assigned to newly hired teachers. Curriculum coaches are available at each school. Strength training sessions are provided as a need arises or when a request is made.</u>	4.03 LRE data analysis over the past three years (where are the students with disabilities receiving services). <u>End of Year Reports</u> <u>State Report Card</u> <u>Previous Monitoring Information</u> <u>Student IEP's</u>
	4.06 Does your district provide resources for in-classroom supports to ensure implementation of differentiated instruction and alignment of students' IEPs with grade level content? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, briefly describe. <u>Loudon County does provide resources for in-classroom supports to ensure implementation of differentiated instruction and alignment of</u>	

students' IEPs with grade level content. Loudon County actively promotes an inclusionary service provision delivery model. Both special education teachers and special education paraprofessionals provide support within the general education classroom. At the beginning of each school year or anytime a new IEP is generated, all special education teachers make sure that all general education teachers that work with a special needs student are aware of the accommodations/modifications that will be needed for the individual student. Inclusion planning forms are also used by personnel providing services in an inclusion classroom.

- 4.07** Has the district's rate of LRE increased? Does the district have data which demonstrates that accommodations are being provided? ☒ Yes ☐ No If yes, please briefly describe results of this analysis. Loudon County's rate of LRE has increased. Loudon County strives to increase the amount of inclusion time of students with disabilities in general education classrooms by employing more special education paraprofessionals and utilizing co-teaching/collaborative teaching techniques.

- 4.04** Evidence of trainings related to LRE data analysis and accommodations for TCAP
Teacher Professional Development Notebook
Professional Development Survey Results
Needs Assessment Results
School PD Schedules
Systemwide PD Schedules
- 4.05** Evidence of professional development and coaching.
Professional Development Notebooks
Teacher Training Notebooks
- 4.06** Evidence to show students are receiving appropriate supports in the classroom to include differentiated instruction and how this is aligned with students IEP
IEP's
Inclusion Planning Forms
- 4.07** Evidence of LRE data that demonstrates the effect of accommodations used in class and on the TCAP Assessments
TN State Report Card
Monitoring Results
EasyIEP Program

School District: Madison County

Disability Area(s)/Ethnic Subgroup with Significant Disproportionality: 1. **Disability** *Mental Retardation / Ethnic Group B*
 2. **Disability** *Select One / Ethnic Group Select One*
 3. **Disability** *Select One / Ethnic Group Select One*

(4) Differentiated Instruction: Alignment to Grade Level Instruction

Review Item 4	Review Response Items Note: The <u>TnREppp</u> rating of 4, 3, 2, or 1 is determined from each Level Descriptor and includes Supportive Evidence and Documentation. For rating criteria, reference the <u>TnREppp Reviewer Guidelines and Scoring</u> .	Supportive Evidence/ Documentation List documentation/evidence on file in your district for each corresponding Review Response Item.
<p>The District provides on-going training and support to ensure that teachers address individual learning needs through differentiated instruction aligned to academic grade-level content.</p>	<p align="center">Provide the “Supportive Evidence/Supportive Documentation” for each Review Response Item in the next column.</p> <p>4.01 Does the district provide training to teachers in the area of differentiated instruction and grade-level content? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, have all special education teachers been included in these training? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>4.02 Does your district collect and maintain LRE data and TCAP assessment performance data, including data on TCAP assessment accommodations (as specified in individual student IEPs)? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>4.03 Does your district conduct trainings for teachers and analyze data related to LRE, use of TCAP Assessment accommodations, and performance? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please briefly describe. _____</p> <p>4.04 Does your district use this analysis to determine further training needs? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please describe the findings from this analysis. <u>The district provides extensive training in differentiated instruction practices to ensure individual learning styles of stuents are being met. Teachers are well trained in diffentiating instruction in: content (interest levels of the students), process (differentiating levels of complexity, questioning leels, abstract thinking process, and product (auditory, kinesthetic, and visual learning modalities). The instruction is aligned to the curriculum through pretesting concepts and through data assessment results.</u></p> <p>4.05 Does your district provide on-going, supported professional development and coaching for teachers? Briefly describe. <u>JMCS District provides professional development opportunities for teachers throughout the year. In addition each school has an Instructional Coach who has received specialized training to provide the teachers with the necessary support.</u></p> <p>4.06 Does your district provide resources for in-classroom supports to ensure implementation of differentiated instruction and alignment of students' IEPs with grade level content? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, briefly describe. <u>The District is providing the schools with resources that ensure the implementation of differentiated instruction and alignment of all students with grade level content. The use of the Instructional Coaches to provide strategies and suggest materials and methods of instruction for grade level content has been widely used. Some of the schools are also using Coach and Ladders material to differentiate instruction on grade level.</u></p> <p>4.07 Has the district's rate of LRE increased? Does the district have data which demonstrates that accommodations are being provided? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please briefly describe results of this analysis. <u>At the school level the principal and staff meet to review the results of the statewide assessment performance data for students with disabilities. After identifying the</u></p>	<p>4.01 Evidence of teacher training in differentiated instruction <u>List of Inservice Trainings</u></p> <p>4.02 Evidence of students receiving accommodation over an extended time. Evidence of differentiated strategies being practiced Examples: Tiered Assignments and Products, Compacting, Independent Study, Interest Centers or Interest Groups, Flexible Grouping <u>SAT referral process</u></p> <p>4.03 LRE data analysis over the past three years (where are the students with disabilities receiving services). <u>School Based, School Improvement Plans</u></p> <p>4.04 Evidence of trainings related to LRE data analysis and accommodations for TCAP <u>Testing Corrdinator Training</u></p> <p>4.05 Evidence of professional development and coaching. <u>Instructional Coach Training</u></p> <p>4.06 Evidence to show students are receiving appropriate supports in the classroom to include differentiated instruction and how this is aligned with students IEP <u>The accommodations are determined by the IEP team on an as needed basis for each student. These are shared with the general ed staff at which time they sign acknowledging they have reviewed the needs of the child.</u></p> <p>4.07 Evidence of LRE data that demonstrates the effect of</p>

areas of need the staff members develop plans to address the needs of these students both in the general ed setting and the special ed setting.

accommodations used in class and on the TCAP Assessments
Review of the test results of the formative test given three times per year demonstrates the success of the accommodations used in the class. The TCAP scores are also reviewed to demonstrate an increase as a result of the effect of accommodations used in the class.

School District: Marion County

Disability Area(s)/Ethnic Subgroup with Significant Disproportionality: 1. **Disability** *Speech and Language Impairments / Ethnic Group W*
 2. **Disability** *Select One / Ethnic Group Select One*
 3. **Disability** *Select One / Ethnic Group Select One*

(4) Differentiated Instruction: Alignment to Grade Level Instruction

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	4.01 Does the district provide training to teachers in the area of differentiated instruction and grade-level content? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, have all special education teachers been included in these training? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	4.01 Evidence of teacher training in differentiated instruction <u>Travel and TRaining forms, attendance lists for staff development</u>
	4.02 Does your district collect and maintain LRE data and TCAP assessment performance data, including data on TCAP assessment accommodations (as specified in individual student IEPs)? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	4.02 Evidence of students receiving accommodation over an extended time. Evidence of differentiated strategies being practiced Examples: Tiered Assignments and Products, Compacting, Independent Study, Interest Centers or Interest Groups, Flexible Grouping <u>IEP data</u>
	4.03 Does your district conduct trainings for teachers and analyze data related to LRE, use of TCAP Assessment accommodations, and performance? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please briefly describe. <u>TCSP, monitoring probes, etc.,</u>	4.03 LRE data analysis over the past three years (where are the students with disabilities receiving services). <u>State reports and tables reviewed</u>
	4.04 Does your district use this analysis to determine further training needs? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please describe the findings from this analysis. _____	4.04 Evidence of trainings related to LRE data analysis and accommodations for TCAP <u>training lists of staff development maintained by district</u>
	4.05 Does your district provide on-going, supported professional development and coaching for teachers? Briefly describe. <u>Interventionists are in place for reading, graduation rate and attendance. Assessment specialists provide individual case management to teachers. All new teachers are provided several days of intensive training by personnel and curriculum departments.</u>	4.05 Evidence of professional development and coaching. <u>Training requests data, sign in sheets, etc.</u>
	4.06 Does your district provide resources for in-classroom supports to ensure implementation of differentiated instruction and alignment of students' IEPs with grade level content? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, briefly describe. <u>Inclusion activities, planning strategy meetings with grade level groups and special educators present for meetings.</u>	4.06 Evidence to show students are receiving appropriate supports in the classroom to include differentiated instruction and how this is aligned with students IEP <u>Student IEPs detailing inclusion placement, assistive technology check out lists, teacher request for materials lists, etc.</u>
	4.07 Has the district's rate of LRE increased? Does the district have data which demonstrates that accommodations are being provided? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please briefly describe results of this analysis. <u>The number of students with disabilities receiving instruction in the the general classroom has increased as evidenced by IEP monitoring on EASYIEP.</u>	4.07 Evidence of LRE data that demonstrates the effect of accommodations used in class

		and on the TCAP Assessments <u>Ongoing examination of TCAP.</u> <u>TCAP Alt performance data.</u>
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School District: **Memphis City**

Disability Area(s)/Ethnic Subgroup with Significant Disproportionality: **1. Disability Mental Retardation / Ethnic Group B**
2. Disability Autism / Ethnic Group W
3. Disability Select One / Ethnic Group Select One

(4) Differentiated Instruction: Alignment to Grade Level Instruction

Review Item 4	Review Response Items Note: The <u>TnREppp</u> rating of 4, 3, 2, or 1 is determined from each Level Descriptor and includes Supportive Evidence and Documentation. For rating criteria, reference the <u>TnREppp Reviewer Guidelines and Scoring</u> .	Supportive Evidence/ Documentation List documentation/evidence on file in your district for each corresponding Review Response Item.
<p>The District provides on-going training and support to ensure that teachers address individual learning needs through differentiated instruction aligned to academic grade-level content.</p>	<p align="center">Provide the “Supportive Evidence/Supportive Documentation” for each Review Response Item in the next column.</p> <p>4.01 Does the district provide training to teachers in the area of differentiated instruction and grade-level content? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, have all special education teachers been included in these training? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>4.02 Does your district collect and maintain LRE data and TCAP assessment performance data, including data on TCAP assessment accommodations (as specified in individual student IEPs)? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>4.03 Does your district conduct trainings for teachers and analyze data related to LRE, use of TCAP Assessment accommodations, and performance? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please briefly describe. <u>Professional Development for 2007-2008 School Year Inservice for all special ed teachers - August 7, 2008</u></p> <p>4.04 Does your district use this analysis to determine further training needs? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please describe the findings from this analysis. <u>LRE Data shows improvement, but state target has not been met</u></p> <p>4.05 Does your district provide on-going, supported professional development and coaching for teachers? Briefly describe. <u>Comprehensive professional development system includes training in teacher coaching and systematic district-wide training in instructional methodology</u></p> <p>4.06 Does your district provide resources for in-classroom supports to ensure implementation of differentiated instruction and alignment of students' IEPs with grade level content? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, briefly describe. <u>Special education supervisors, coordinators, teacher mentors, and school principals provide in-classroom supports.</u></p> <p>4.07 Has the district's rate of LRE increased? Does the district have data which demonstrates that accommodations are being provided? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please briefly describe results of this analysis. <u>Dec. 1 Federal Census Report</u></p>	<p>4.01 Evidence of teacher training in differentiated instruction <u>Professional dev records, Courses at the Teaching and Learning Center, Three Tier Differentiated Instruction Training diagram</u></p> <p>4.02 Evidence of students receiving accommodation over an extended time. Evidence of differentiated strategies being practiced Examples: Tiered Assignments and Products, Compacting, Independent Study, Interest Centers or Interest Groups, Flexible Grouping <u>LRE Data: EasyIEP Testing Accommodation forms for Gateway and TCAP</u></p> <p>4.03 LRE data analysis over the past three years (where are the students with disabilities receiving services). <u>Dec. 1 Federal Census Report</u></p> <p>4.04 Evidence of trainings related to LRE data analysis and accommodations for TCAP <u>Inservice documents Aug. 7, 2008 Professional Development Needs Assessment</u></p> <p>4.05 Evidence of professional development and coaching. <u>Professional development records</u></p> <p>4.06 Evidence to show students are receiving appropriate supports in the classroom to include differentiated instruction and how this is aligned with students IEP <u>Documentation by administrative staff and teacher mentors</u></p>

	4.07 Evidence of LRE data that demonstrates the effect of accommodations used in class and on the TCAP Assessments <u>Dec. 1 Federal Census Report</u>
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School District: Monroe County

Disability Area(s)/Ethnic Subgroup with Significant Disproportionality: 1. **Disability** *Speech and Language Impairments / Ethnic Group W*
 2. **Disability** *Select One / Ethnic Group Select One*
 3. **Disability** *Select One / Ethnic Group Select One*

(4) Differentiated Instruction: Alignment to Grade Level Instruction

Review Item 4	Review Response Items Note: The <u>TnREppp</u> rating of 4, 3, 2, or 1 is determined from each Level Descriptor and includes Supportive Evidence and Documentation. For rating criteria, reference the <u>TnREppp Reviewer Guidelines and Scoring</u> .	Supportive Evidence/ Documentation List documentation/evidence on file in your district for each corresponding Review Response Item.
<p>The District provides on-going training and support to ensure that teachers address individual learning needs through differentiated instruction aligned to academic grade-level content.</p>	<p align="center">Provide the “Supportive Evidence/Supportive Documentation” for each Review Response Item in the next column.</p> <p>4.01 Does the district provide training to teachers in the area of differentiated instruction and grade-level content? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, have all special education teachers been included in these training? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>4.02 Does your district collect and maintain LRE data and TCAP assessment performance data, including data on TCAP assessment accommodations (as specified in individual student IEPs)? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>4.03 Does your district conduct trainings for teachers and analyze data related to LRE, use of TCAP Assessment accommodations, and performance? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please briefly describe. <u>The District conducts trainings for teachers and analyzes data related to LRE, use of TCAP Assessment accommodations, and performance. Each school has a data management team that analyzes TCAP performance data annually and makes comparisons to previous data. The data is used for student placement in interventions and additional programs. TCAP assessment accommodations are determined at the IEP team meeting and implemented in the general curriculum as well as on the TCAP test. TCAP tests are coded relating to the amount of time each student spends in special education as well as the testing accommodations required</u></p> <p>4.04 Does your district use this analysis to determine further training needs? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please describe the findings from this analysis. <u>The District uses this analysis to determine further training needs. Each year at every school, all professionals are required to complete the Teacher Professional Development Questionnaire. This survey specifically inquires as to further need for teaching strategies and methods for students with special needs. Upon compilation of this survey, school results are shared with principals as well as used to address future in-services at a county wide level.</u></p> <p>4.05 Does your district provide on-going, supported professional development and coaching for teachers? Briefly describe. <u>Yes, the District provides on-going, supported professional development and coaching for teachers. 2008-2009 is the inaugural year for Monroe County's High School Academy. This project required extensive teacher training and professional development in preparation for the use of this virtual classroom. Students work at his/her own pace and may complete their requirements for a high school diploma. Monroe County has embarked on another inaugural experience this year as two teachers have been hired as full time instructional coaches, one for K-8 and one for 9-12. These two teachers have been trained for various content areas as well as in the train-the-trainer model for areas such as the promethean boards. This is Monroe County's fourth year that all Kindergarten through fifth</u></p>	<p>4.01 Evidence of teacher training in differentiated instruction <u>Monroe County currently engages in a wide array of ongoing professional development. All staff development is designed to create greater access to the general curriculum for all students and provide a vast variety of teaching methods to address all learning styles. From 2004-2006, a total of 254 staff and faculty attended one of six separate series of workshops addressing “A Framework for Understanding Poverty.” In these workshops, topics included: the impact poverty has on learning, work habits, decision making, and how to address learning structures to have the greatest impact for these students. All of these workshops were open and attended by general and special education teachers and paraprofessionals.</u></p> <p><u>Through Title funds, workshops and inservices are ongoing and open to teachers across the county both directly and through train-the-trainer model. Content area inservices occur across all subject areas including workshops such as: School Level Leadership Actions in Reading; Algebra Gateway Training; Comprehension Grades 9-12; Refresher/Review of Previous Topics: Comprehension, Vocabulary, Fluency, Phonological Awareness;</u></p> <ul style="list-style-type: none"> • <u>Ruby Payne's Framework for</u>

graders county-wide are assessed using AIMSweb in the areas of reading, math, written expression, early numeracy, and early literacy. All K-5 teachers and paraprofessionals have been trained to administer, score and enter student data results. Refresher trainings are held annually to ensure valid and reliable scoring data.

- 4.06 Does your district provide resources for in-classroom supports to ensure implementation of differentiated instruction and alignment of students' IEPs with grade level content?
☒ Yes ☐ No If yes, briefly describe. The District provides resources for in-classroom supports to ensure implementation of differentiated instruction and alignment of students' IEPs with grade level content. At the beginning of each school year or anytime a new IEP is generated, all special education teachers print an "IEP at a Glance" from Easy IEP for each student on their caseload. The special education teacher then disseminates this information to each general education teacher working with the special education student reflected on the "IEP at a Glance," and answers any questions that teacher may have. In addition, each special education department at schools hosts a "Review and Sign Day." This day provides special education teachers an opportunity to answer questions about students as well as share IEP documentation with the general education teacher. Over the past few years, Monroe County has acquired and now implements 137 promethean boards. Each teacher with a promethean board in his/her classroom attends a training to learn how to operate the board and various ways to use it, maximizing its potential for differentiating instruction.
- 4.07 Has the district's rate of LRE increased? Does the district have data which demonstrates that accommodations are being provided? ☒ Yes ☐ No If yes, please briefly describe results of this analysis. The District's rate of LRE has increased. Monroe County continues to increase inclusion of students with disabilities in general education classrooms through increased co-teaching between special and general education teachers. Each school has an inclusion program where the special and general education teachers co-teach in a classroom with students of all abilities. Schools range in their level of inclusion from just one subject in two grade levels to full inclusion across all grade levels of all subjects with all students.

Understanding Poverty Workshop Summary Sheet

- 2008-2009 Professional Development Schedule
- 2007-2008 Professional Development Sign-in sheets

- 4.02 Evidence of students receiving accommodation over an extended time. Evidence of differentiated strategies being practiced
Examples: Tiered Assignments and Products, Compacting, Independent Study, Interest Centers or Interest Groups, Flexible Grouping
The District collects and maintains LRE data and TCAP assessment performance data, including data on TCAP assessment accommodations, as specified in individual student IEPs. Each school has a data management team that analyzes TCAP performance data. The data is used for student placement in interventions and additional programs. TCAP assessment accommodations are determined at the IEP team meeting and implemented in the general curriculum as well as on the TCAP test. TCAP tests are coded relating to the amount of time each student spends in special education as well as the testing accommodations required.

Data management teams sign-in sheets
Student IEP's
2008-9 Data management team members list

- 4.03 LRE data analysis over the past three years (where are the students with disabilities receiving services).
Data management teams sign-in sheets
Student IEP's
2008-09 Data management team members list

- 4.04 Evidence of trainings related to LRE data analysis and accommodations for TCAP
Teacher Professional Development Questionnaire Data Summary Report (2006-2007 and 2007-2008)

		<p>4.05 Evidence of professional development and coaching.</p> <ul style="list-style-type: none"> • <u>Board Meeting Agenda approving academy</u> • <u>Train-the-Trainer model for Promethean boards attended by instructional coaches</u> • <u>Aimsweb refresher training</u> <p>4.06 Evidence to show students are receiving appropriate supports in the classroom to include differentiated instruction and how this is aligned with students IEP</p> <ul style="list-style-type: none"> • <u>IEP at a Glance from EasyIEP</u> • <u>IEP Review and Sign day</u> • <u>Purchase Orders for Promethean boards</u> • <u>Promethean board training</u> <p>4.07 Evidence of LRE data that demonstrates the effect of accommodations used in class and on the TCAP Assessments</p> <ul style="list-style-type: none"> • <u>TN State Report Card</u> • <u>EasyIEP Program</u>
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School District: **Shelby County**

Disability Area(s)/Ethnic Subgroup with Significant Disproportionality: **1. Disability *Mental Retardation* / Ethnic Group *B***
2. Disability *Select One* / Ethnic Group *Select One*
3. Disability *Select One* / Ethnic Group *Select One*

(4) Differentiated Instruction: Alignment to Grade Level Instruction

Review Item 4	Review Response Items Note: The <u>TnREppp</u> rating of 4, 3, 2, or 1 is determined from each Level Descriptor and includes Supportive Evidence and Documentation. For rating criteria, reference the <u>TnREppp Reviewer Guidelines and Scoring</u> .	Supportive Evidence/ Documentation List documentation/evidence on file in your district for each corresponding Review Response Item.
The District provides on-going training and support to ensure that teachers address individual learning needs through differentiated instruction aligned to academic grade-level content.	Provide the "Supportive Evidence/Supportive Documentation" for each Review Response Item in the next column.	
	4.01 Does the district provide training to teachers in the area of differentiated instruction and grade-level content? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, have all special education teachers been included in these training? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	4.01 Evidence of teacher training in differentiated instruction <u>System Wide & School Level In-Service</u>
	4.02 Does your district collect and maintain LRE data and TCAP assessment performance data, including data on TCAP assessment accommodations (as specified in individual student IEPs)? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<u>SCS Website & Flex Hours</u> <u>SCS Course Wizard</u> <u>SCS "My Learning Plan"</u>
	4.03 Does your district conduct trainings for teachers and analyze data related to LRE, use of TCAP Assessment accommodations, and performance? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please briefly describe. <u>System-Wide and School Based Inservice</u>	4.02 Evidence of students receiving accommodation over an extended time. Evidence of differentiated strategies being practiced Examples: Tiered Assignments and Products, Compacting, Independent Study, Interest Centers or Interest Groups, Flexible Grouping
	4.04 Does your district use this analysis to determine further training needs? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please describe the findings from this analysis. <u>SCS Strategic Plan, Thinklink Analysis, MR Committee Analysis</u>	<u>AYP Test Administrator Notebook</u> <u>Student IEP's</u>
	4.05 Does your district provide on-going, supported professional development and coaching for teachers? Briefly describe. <u>System Level Inservice, Consulting Teachers</u>	4.03 LRE data analysis over the past three years (where are the students with disabilities receiving services). <u>School Improvement Plans</u> <u>Dept. of Curriculum & Accountability Records</u> <u>NCLB/AYP Report</u> <u>LRE Data Analysis: End of Year Report</u> <u>School level data</u>
	4.06 Does your district provide resources for in-classroom supports to ensure implementation of differentiated instruction and alignment of students' IEPs with grade level content? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, briefly describe. <u>Student IEPs, Sidewalks, Curriculum Resources</u>	4.04 Evidence of trainings related to LRE data analysis and accommodations for TCAP <u>TCAP-Alt Training</u> <u>TCAP/EOC/Gateway Training</u> <u>Thinklink</u>
	4.07 Has the district's rate of LRE increased? Does the district have data which demonstrates that accommodations are being provided? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, please briefly describe results of this analysis. <u>Census Data-Option Code Comparison</u>	4.05 Evidence of professional development and coaching. <u>Exemplary Teachers</u> <u>Instructional Coaches</u> <u>Consulting Teachers</u> <u>New Teacher In-Service</u> <u>Curriculum Specialists</u>

		<u>Course Wizard</u> <u>SCS "My Learning Plan"</u> <u>System-Wide and School Based</u> <u>In-service</u>
	4.06	Evidence to show students are receiving appropriate supports in the classroom to include differentiated instruction and how this is aligned with students IEP <u>Special Education files</u> <u>Co-Teaching Lesson Plans</u> <u>RTI Procedures</u>
	4.07	Evidence of LRE data that demonstrates the effect of accommodations used in class and on the TCAP Assessments <u>Resource</u> <u>Co-Teaching/Inclusion</u> <u>Learning Lab</u> <u>S-Team Review</u>